R E P O R T R E S U M E S

ED 017 249 JC 680 026

PLANNING THE COMMUNITY COLLEGE.

PUB DATE OCT 67

EDRS PRICE MF-$0.25 HC-$0.80 10P.

DESCRIPTORS- #JUNIOR COLLEGES, #COLLEGE PLANNING, #CAMPUS PLANNING, GUIDELINES, #FACILITY GUIDELINES, CRITERIA,

A COMMUNITY COLLEGE MASTER PLAN (1) SHOULD BE UNIQUE, DESIGNED FOR ITS PARTICULAR SITUATION, (2) DEVELOPS FROM AN ANALYSIS OF NEEDS, SITE, GROWTH, AND FINANCE, (3) STARTS WITH A REVIEW OF FACTS, RESOURCES, NEEDS, AND INFLUENCES, TO GIVE A FOUNDATION FOR THE CREATIVE PLANNING PROCESS, AND (4) IS INFLUENCED BY FACTORS OF EDUCATIONAL PROGRAM, SCHEDULING, GROWTH AND FINANCE, BUILDING TECHNOLOGY, GEOGRAPHY AND CLIMATE, TRANSPORTATION, NEIGHBORHOODS, AND COMMUNITY NEEDS. FLEXIBILITY AND INNOVATIVE BOLDNESS SHOULD CHARACTERIZE THE MASTER PLAN. EDUCATIONAL PROGRAMS AND THE NATURE OF THE SITE WILL BE PRINCIPAL FACTORS IN DETERMINING THE FORM OF THE COLLEGE. BRIEF DESCRIPTIONS OF SEVEN CAMPUSES ARE PROVIDED--(1) A COLLEGE BUILT IN STAGES, (2) AN INWARD LOOKING CAMPUS, (3) A MEGASTRUCTURE, ONE GREAT CENTRAL SPACE, (4) A DOWNTOWN CAMPUS COORDINATED IN PLANNING WITH A CIVIC CENTER, A COMMERCIAL CENTER, AND AN EDUCATIONAL AND CULTURAL CENTER, (5) AN EXAMPLE OF ORGANIC PLANNING, CONTINUOUS ADJUSTMENT TO NEW NEEDS AND OPPORTUNITIES, (6) AN "INSTANT" CAMPUS, AND (7) A CAMPUS FOR AUDIO-TUTORIAL PROGRAMS. THIS REPRINT FROM "COLLEGE AND UNIVERSITY BUSINESS," VOLUME 43, NUMBER 4, OCTOBER 1967, IS ALSO AVAILABLE FROM THE PUBLISHER FOR $1.00. (WO)

ED017249

A McGRAW-HILL PUBLICATION

OCTOBER 1967

COLLEGE & UNIVERSITY BUSINESS

ERIC

PLANNING GUIDE FOR COMMUNITY COLLEGES

JC 680026

On the Cover

Gone are monks' cell-drab teaching environments. On our cover, students and faculty move about and communicate freely in one of the audio-tutorial units on the Orchard Ridge Campus of Oakland Community College.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PLANNING THE COMMUNITY COLLEGE

The architect's role in developing the "master plan"

A new two-year community/junior college is opening every week; a Rand Corporation study projects a need for 2,100 additional community colleges by the year 2000.

The American Association of Junior Colleges reports more than 200 new two-year colleges now in various stages of development and predicts there will be more than 1,000 in operation in 1970 (compared with some 1,500 four-year institutions).

Every fourth college student today is enrolled in a community college and soon all advanced education may start with the community college.

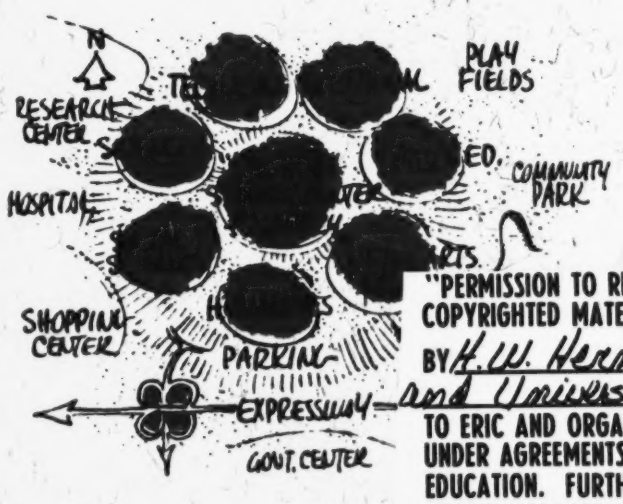
Many of these new colleges will start the traditional junior college way — in converted and/or temporary buildings. Many more will start fresh — with a new site, a new president, new faculty, and new facilities.

We know the students are coming. But, what of the 200 new college presidents? What of their administrative staffs and faculties? What of the planners? How many will be experienced in creating a brand new college?

In their newness to the task and desire to get the needed facilities ready, the chances for error are considerable. Yet the need for boldness and innovation is great. Needed also is the establishment of a distinct role and identity for the community college.

These are some of the thoughts that cross the minds of the editors of COLLEGE & UNIVERSITY BUSINESS. To seek some insights from the architect's experience in the planning process, we turned to the PERKINS & WILL PARTNERSHIP, a national firm that has been deeply involved in the planning and design of more than 20 community colleges.

On the following pages we offer guidelines to master planning and examples of how they have been pursued in varying locations — under varying conditions — throughout the United States.



"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY H.W. Herman for Colleges and University Business TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright 1967 by McGraw-Hill, Inc. All rights reserved.

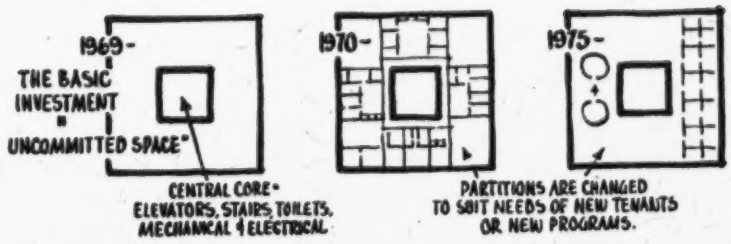
Printed in U.S.A.

WHY HAVE A MASTER PLAN?

. . . to guide long-range development
toward a logical, orderly and efficient campus.
. . . to look ahead, avoid mistakes, build with economy,
yet achieve at each stage of development
an effective and beautiful environment.

Consider these planning factors . . .

- Each master plan should be unique because the educational program it serves is unique — each individual community has distinctive needs, and the nature of its site is unique — no two properties have similar geography, access and neighbors.
- The master plan develops first from an analysis of needs, site, growth and finance, then from a combination of the separate elements to create a unified whole ("a master plan") which will guide the future development of the college.
- Planning starts with a thorough review of facts, resources, needs and influences which will provide the trustees, educators and architects with a firm foundation for the creative planning process.
- The master plan is influenced by many factors: educational program, scheduling, growth and finance, building technology, geography and climate, the automobile and other transportation, neighborhoods, other community needs, and solving the next larger problem — planning beyond the site.



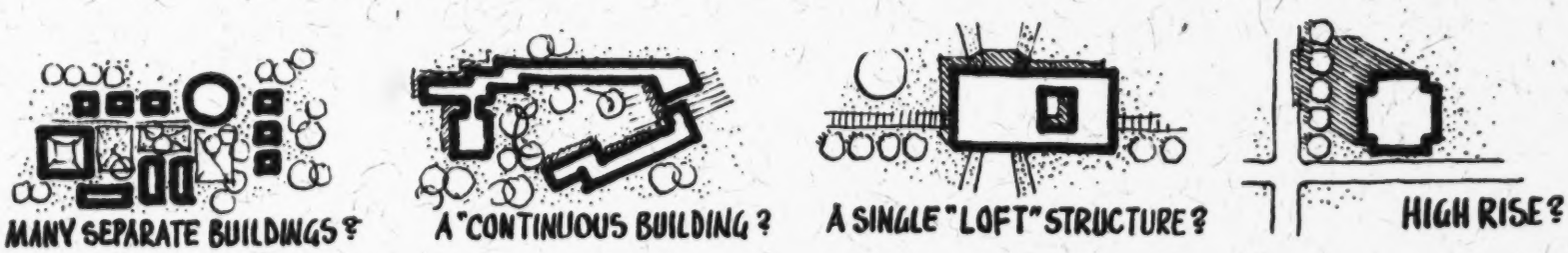
Look for flexibility . . .

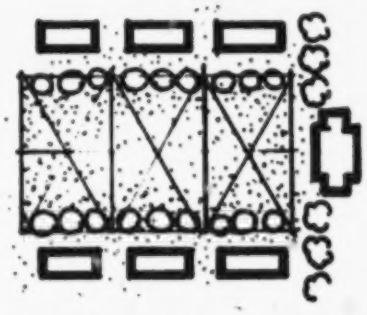
There will be changes in the program, in teaching technics, in enrollments, in teaching, media, in student ages and mix. Thus there is a need for flexible space that can be adapted to these new and changing requirements. The master plan should be flexible, too, because it must adapt to new needs.

Always seek innovation . . .

Plan boldly. The college that says "we'll do that later" often never does it at all. In seeking a separate role and identity, the community college should develop a record and reputation for innovation.

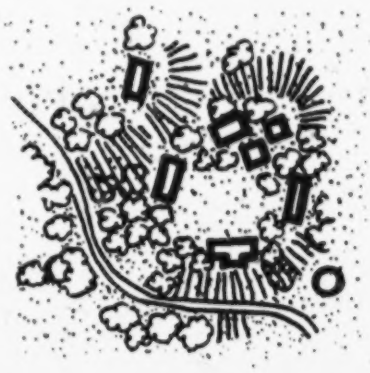
HOW SHOULD THE COLLEGE BE BUILT? . . . *the master plan shows the way*





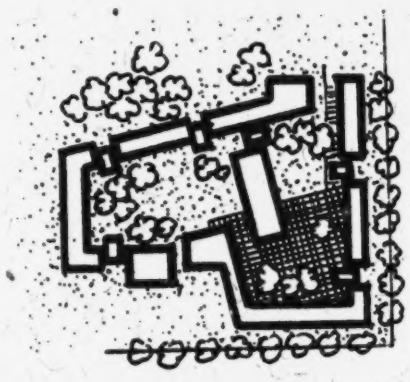
THE TRADITIONAL, AXIAL PLAN

INFORMAL PLAN, IN WOODED, RAVINE AREA



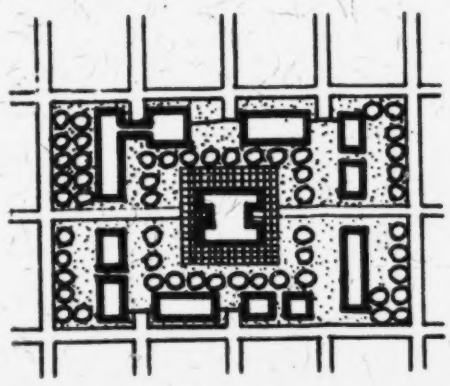
The college may take one of many different forms

The educational *program* and the unique nature of the *site* will be principal factors in determining the *form* of the college.



THE QUADRANGLE FORM

IN THE CITY — ON THE URBAN GRIDIRON



ON THE FOLLOWING PAGES . . .

Studies of Seven Community Colleges

★ Each different in program, site and architectural response

COLLEGE OF ALAMEDA
Alameda, Calif.
Dr. John Dunn, superintendent
Dr. Ernest H. Berg, president

LORAIN COUNTY COMMUNITY COLLEGE
Elyria, Lorain County, Ohio
Dr. Max J. Lerner, president

RHODE ISLAND JUNIOR COLLEGE
Knight Campus, Warwick, R.I.
Dr. William F. Flanagan, president

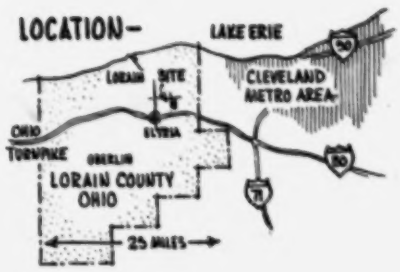
GRAND RAPIDS JUNIOR COLLEGE
Grand Rapids, Mich.
Dr. Jay L. Pylman, superintendent of schools
Dr. Francis J. McCarthy, dean, junior college

EDISON JUNIOR COLLEGE
Fort Myers, Fla.
Dr. David G. Robinson, president

ILLINOIS CENTRAL COLLEGE
Peoria, Ill.
Dr. Kenneth L. Edwards, president

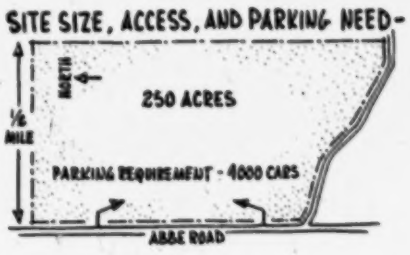
OAKLAND COMMUNITY COLLEGE
Orchard Ridge Campus, Farmington, Mich.
Dr. John E. Tirrell, president, Oakland Community College
Dr. Richard Wilson, provost, Orchard Ridge campus

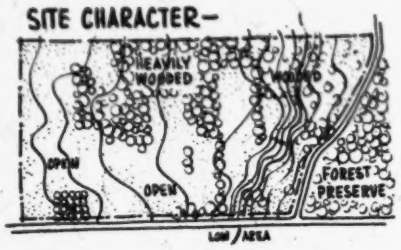
LORAIN COUNTY

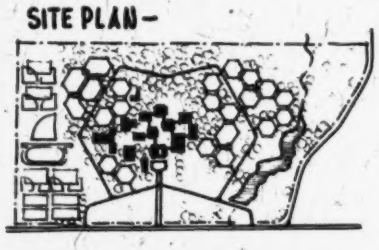


A college built in stages . . .

Lorain County Community College, located on a 250 acre wooded tract in a large industrial community, opened a year ago with 2,700 (FTE) students and will expand in stages to 5,000. Ohio's first new two-year community college emphasizes semiprofessional technical education, a college transfer curriculum, and an adult education program.

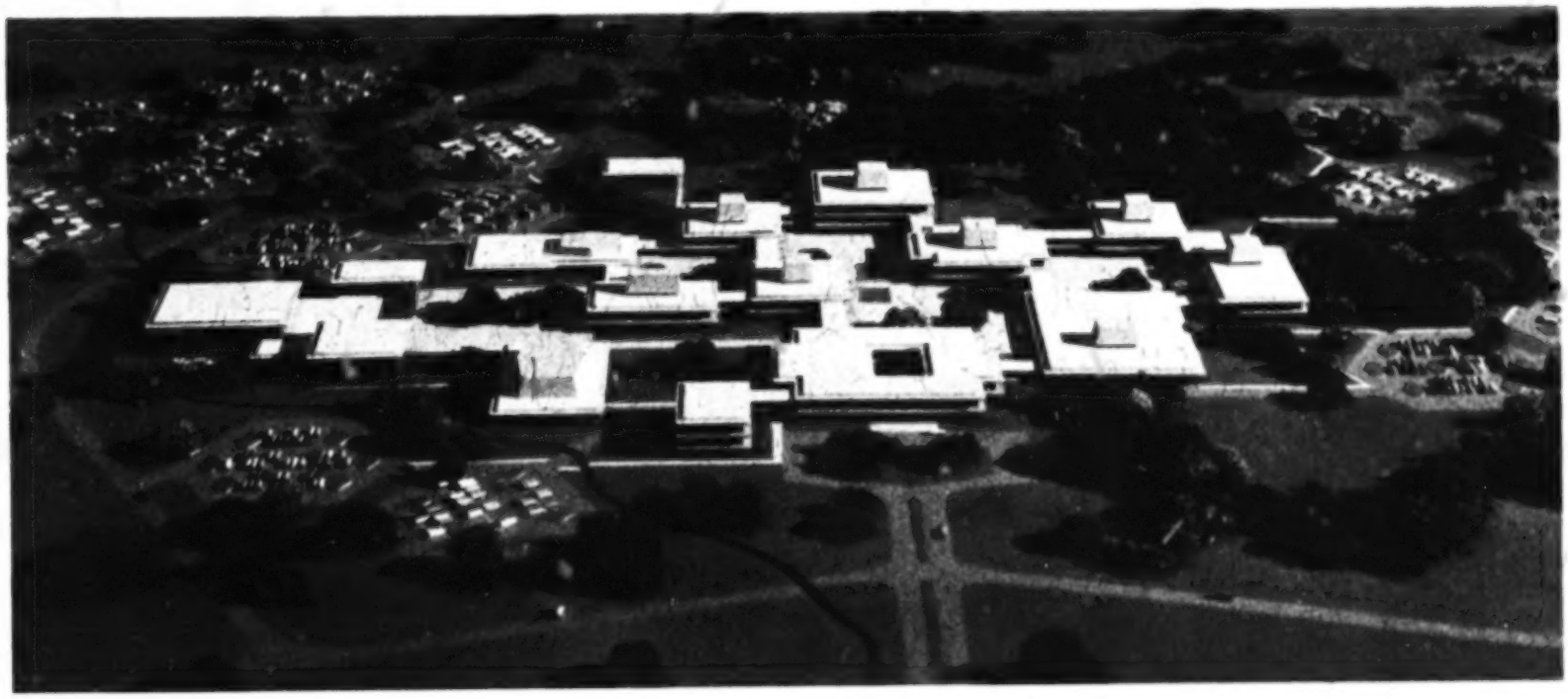






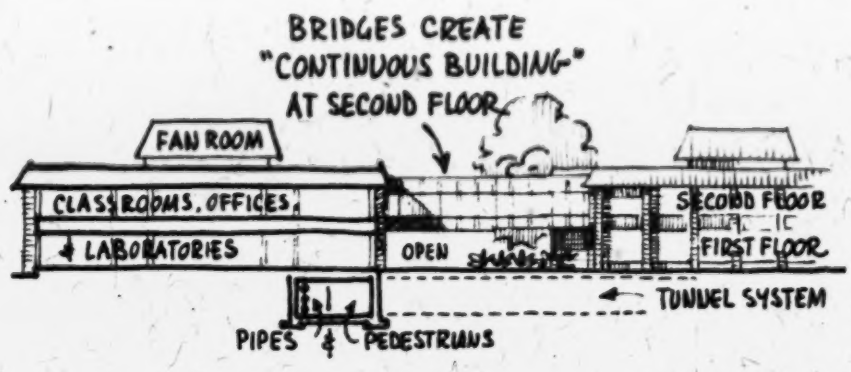
Curriculum and construction in phases were of primary importance in developing the college's master plan. Each stage of development will be complete, educationally and architecturally. The buildings selected for the first phase of construction were those containing facilities which would be difficult to relocate later.

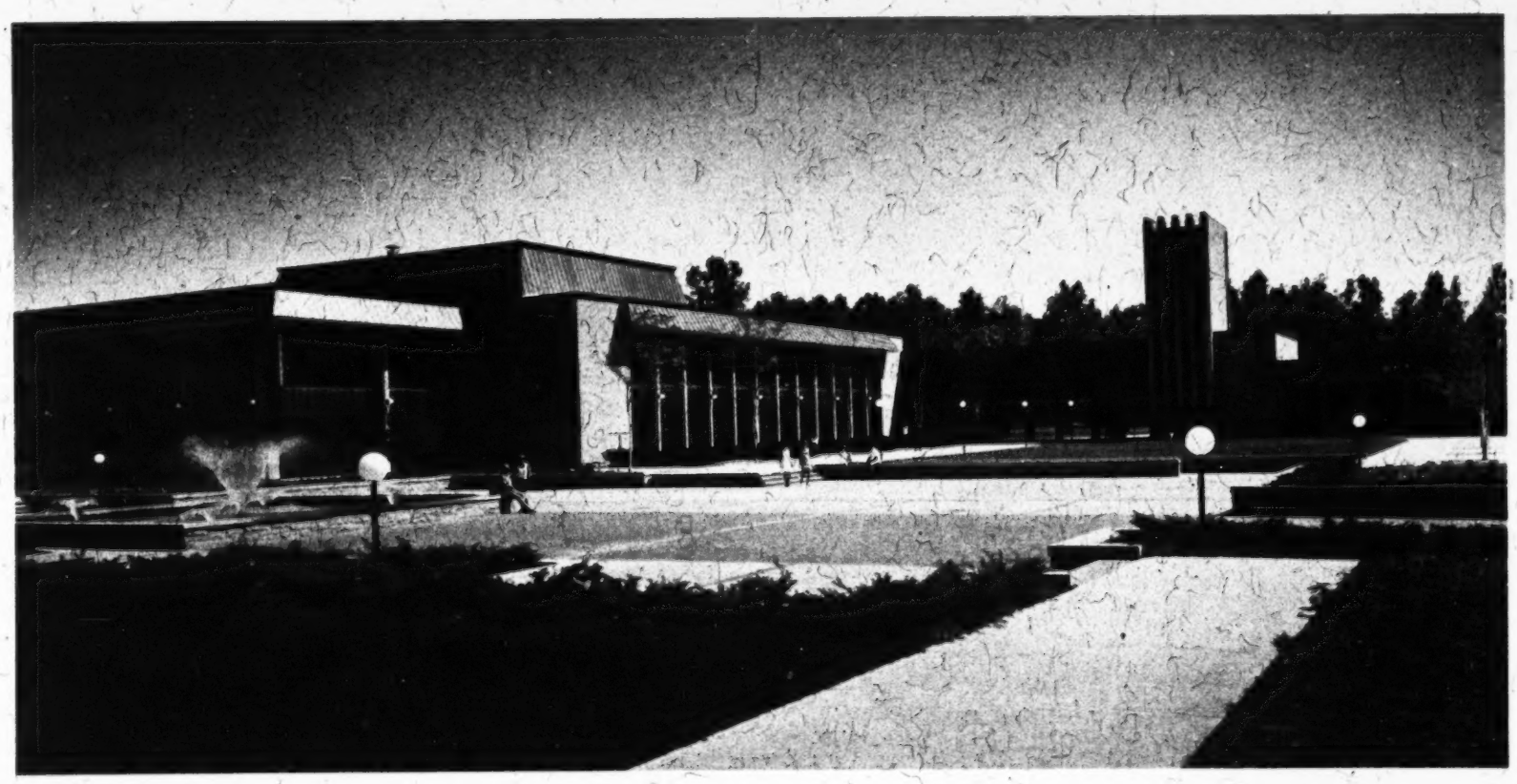
The academic units of Phases I and II are grouped around a central court and connected by enclosed bridges at the second level. Future construction phases will grow out-



ward from this quadrangle, creating additional interconnecting courts, each different in character. Upon completion of the campus, it will be possible to walk from one end of the campus to the other in enclosed space.

Typical of the nonresident commuter colleges, Lorain requires extensive parking facilities and a large amount of space for individual study. Study areas and lockers for students are located in the enclosed bridges and in ground-level corridors. Vehicular traffic and parking are confined to the campus periphery, and the parking areas are screened by planting.



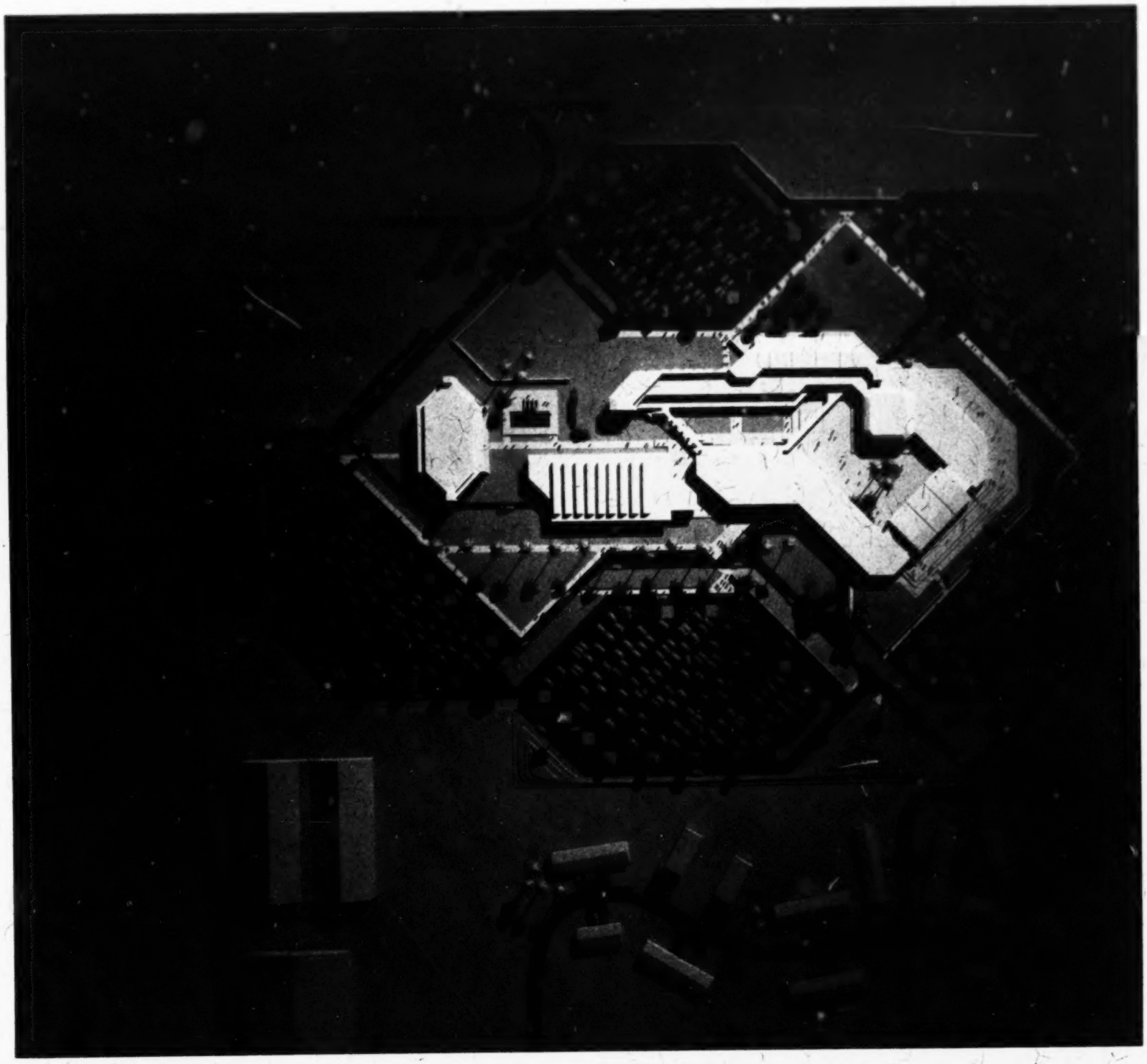


COLLEGE OF ALAMEDA

LOCATION—

An inward-looking campus . . .

Construction of this campus, one of four now under way in California's Peralta District, will start this fall. Phase I will be ready for 1,500 (FTE) students in two years; Phase II will serve 4,500, the ultimate capacity. The versatile program provides for college transfer, terminal vocational and technical training, and general liberal arts and adult education. The campus design encourages the vocational and liberal arts students to intermingle, not only in the library and student center but throughout the entire college.

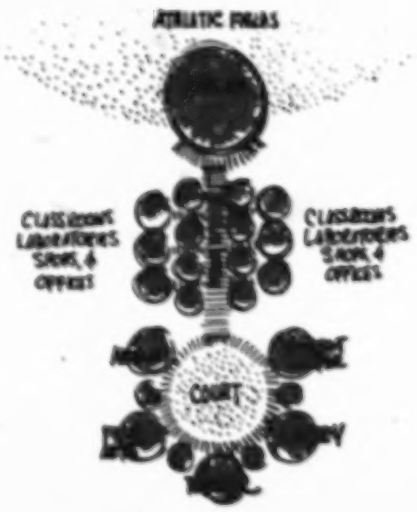


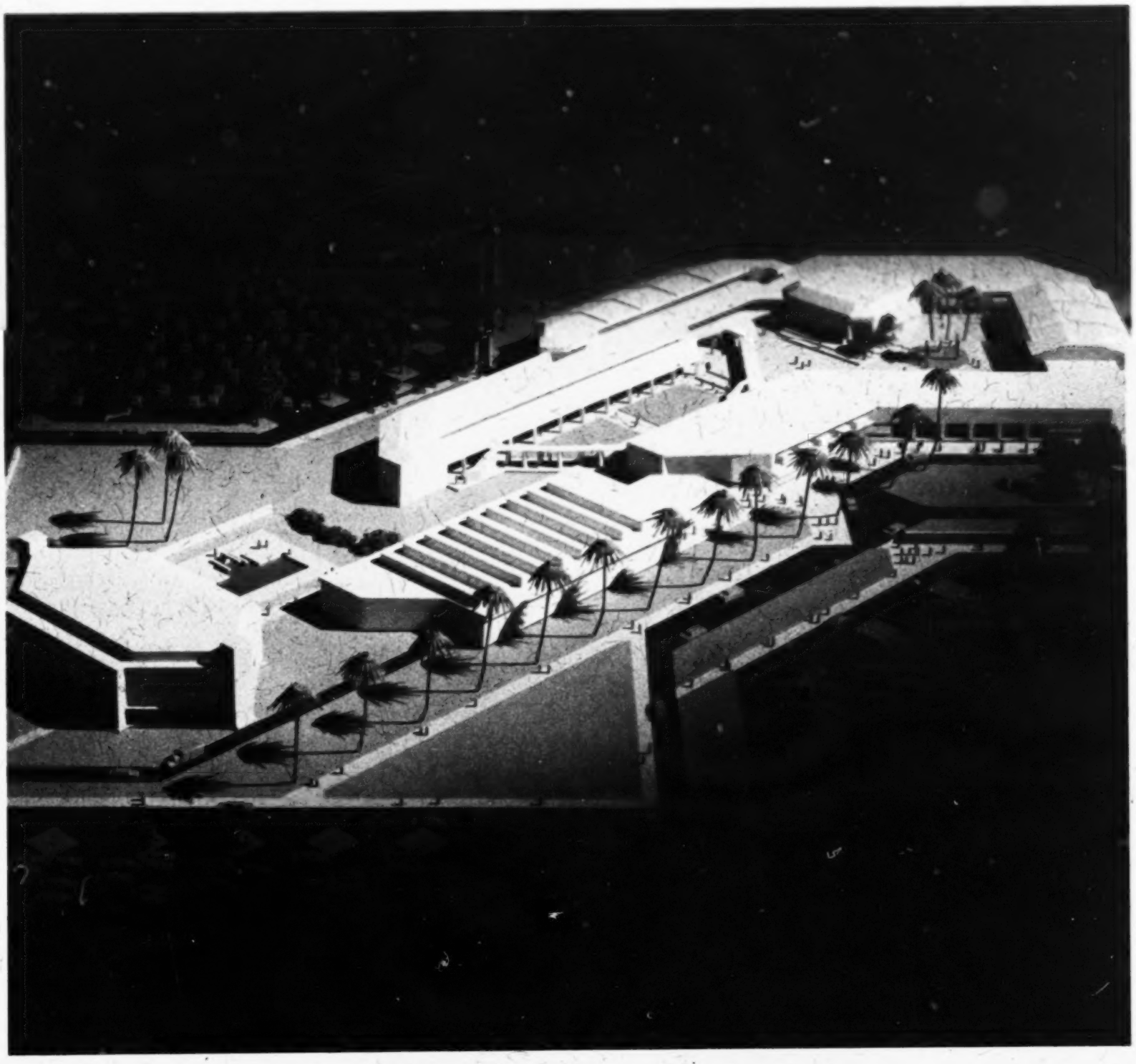
The 62 acre site is adjacent to the tunnel that links Alameda and Oakland and is near the Alameda Naval Air Station. The general character of the area is one of multiple housing units, shipyards and commercial development.

The campus design is based on two key factors: (1) the dullness of the site and environs suggested an inward-looking campus where the major vista would be the college buildings and spaces; and (2) the administration's desire to mix the vocational and liberal arts students. These factors gave rise to the "main street" plan in which students can mix between classes and enjoy a colorful environment.

The plan is a departure from standard solutions, which radiate individualized functions from a centralized activity center. At the College of Alameda, the activity centers will be at opposite ends of the campus to generate movement and interaction among the students.

"MAIN STREET" CONCEPT –





KNIGHT CAMPUS

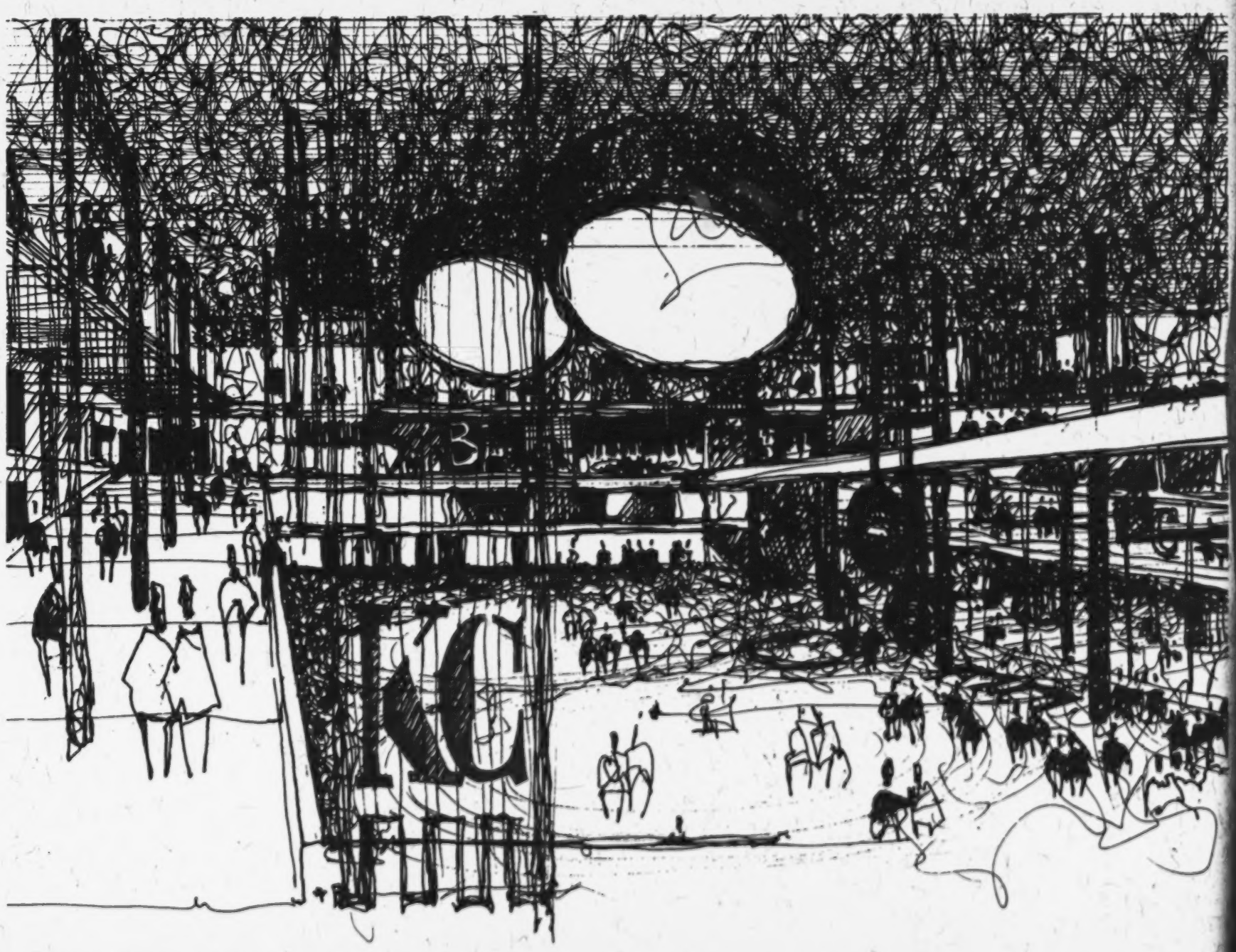
The Megastructure — one great central space . . .

The proposed megastructure for the Knight Campus of Rhode Island Junior College will be on a 200 acre site which gradually is being surrounded by the urban expansion of Providence. Utilizing a small portion of the site, the concentrated facility allows the remaining land to serve as a buffer against urban development and also provides a land reserve for recreational and cultural facilities.

The college will offer academic transfer courses and terminal vocational and technical training to commuting students. Facilities are to be grouped by functions, rather than by departments, to encourage student intermingling and generate greater efficiency. Phase I completion (in two years) calls for 2,700 (FTE) students; the ultimate capacity after Phase III will be 6,000.

The building is planned to operate in a controlled environment 12 months of the year and around the clock if necessary. The commons area is surrounded by ramps leading from the first to the fourth levels. Thus students will be exposed to other people and activities in the commons, in the library, as well as in many of the classrooms and laboratories.

Location



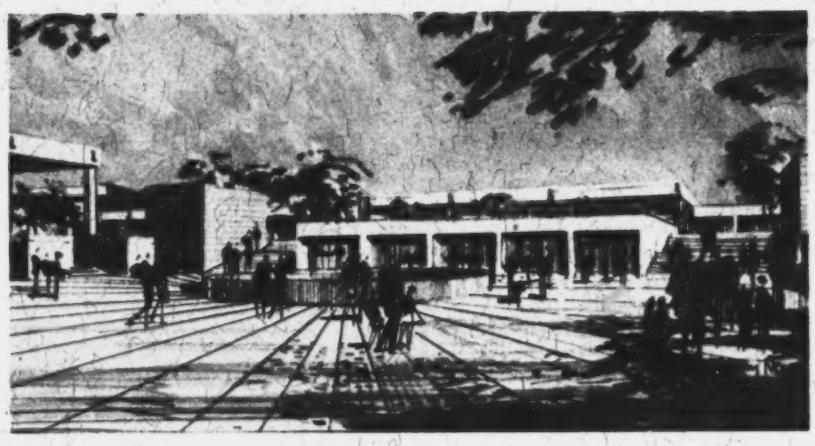
GRAND RAPIDS

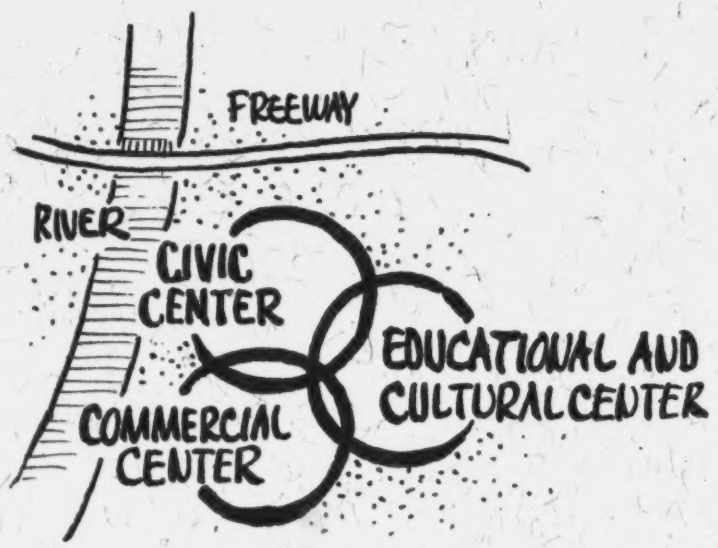
Downtown — where the action is . . .

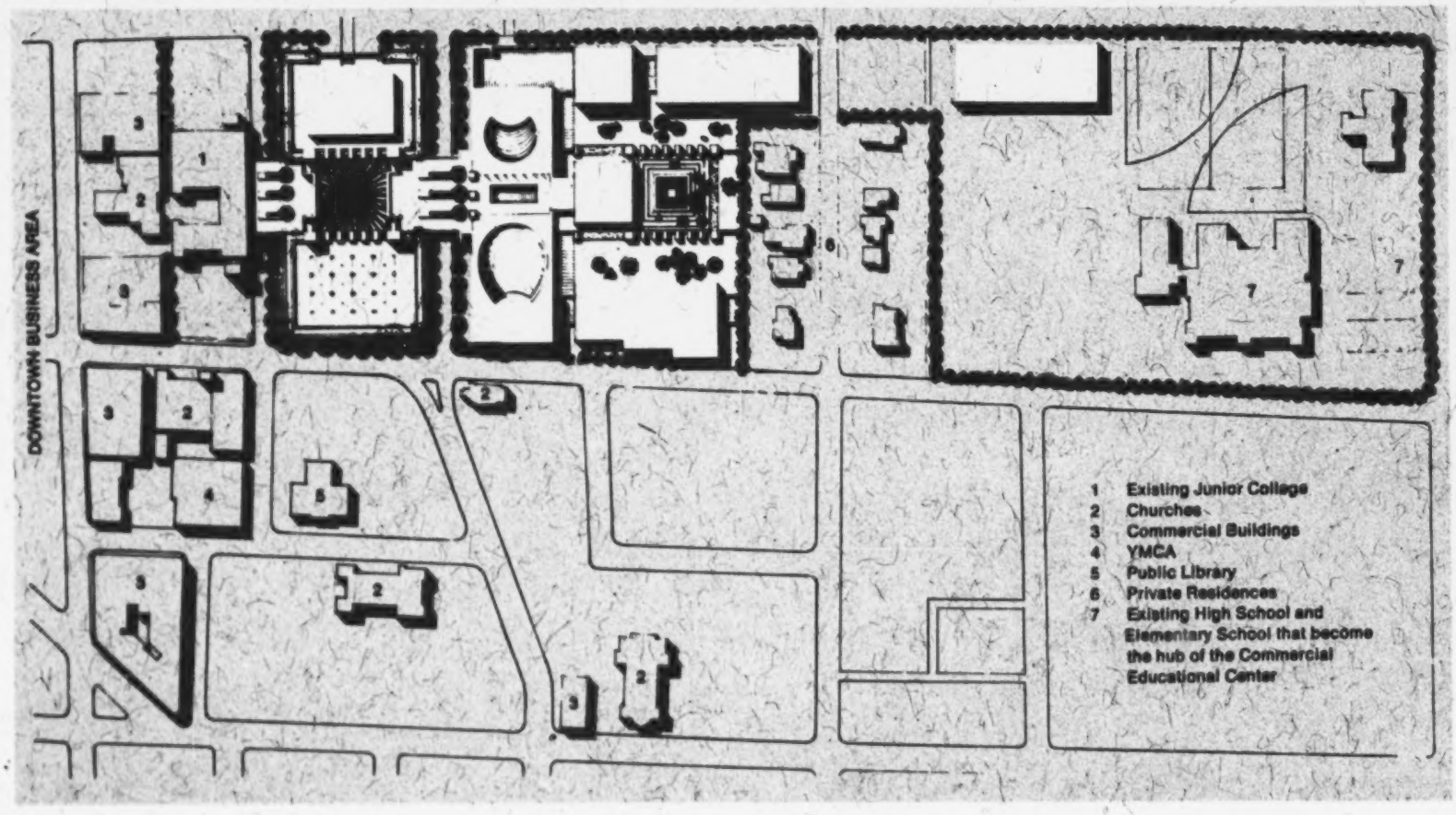
The new community college for Grand Rapids, Mich., is keyed to the master plan for the city. The college is part of the "Cultural and Educational Center," and these facilities are linked with the Civic Center and Commercial Center.

The proposed college buildings are shown in white below. This expansion would be correlated with the programed aims of adjoining churches, private schools of art, businesses, paramedical facilities, and musical, dramatic and art societies. The existing high school and elementary school (No. 7) would also become part of the complex.

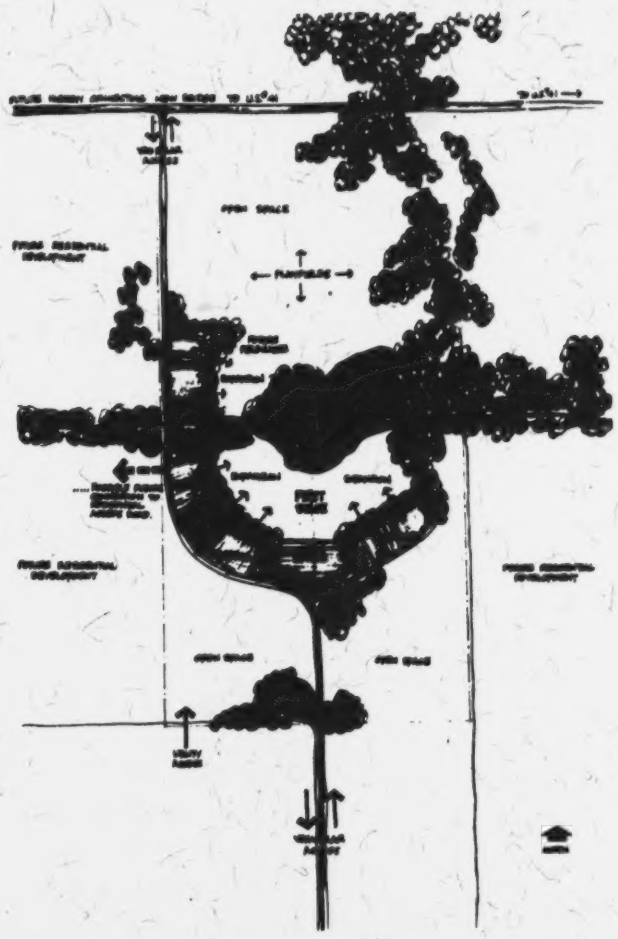
The master plan calls for joining the existing junior college building (No. 1) at the upper floor level with the new buildings. The space beneath would be used for a 1,000 car parking area and for vehicular circulation.






DOWNTOWN BUSINESS AREA
1 Existing Junior College
2 Churches
3 Commercial Buildings
4 YMCA
5 Public Library
6 Private Residences
7 Existing High School and Elementary School that become the hub of the Commercial Educational Center

EDISON JUNIOR COLLEGE



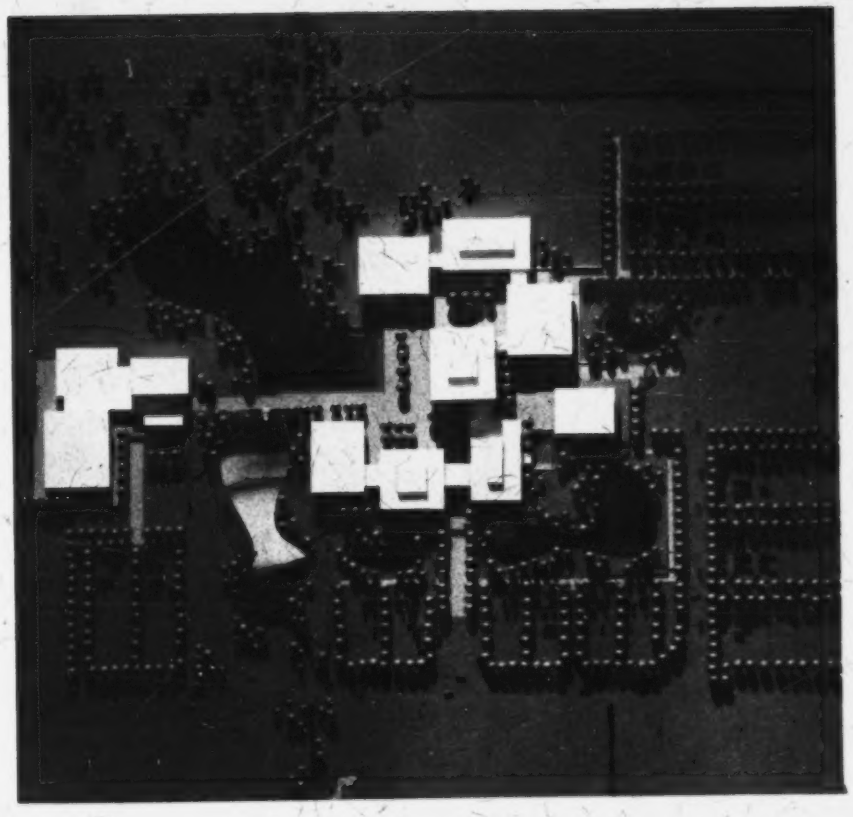
How to create an environment . . .

Now in its third year of operation, this college offers both terminal and senior college preparatory programs and serves as the cultural center of three counties in Southwestern Fla. Designed to expand from a 700 to 3,500 (FTE) student body, the campus at Fort Myers embodies the concept of organic planning — a continuous adjustment to new needs and opportunities. The completed first phase consists of 2 two-story buildings housing a full range of facilities,

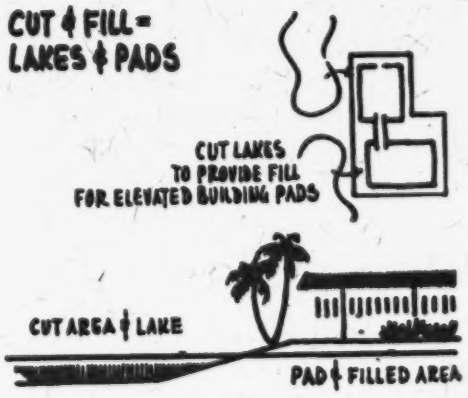
most of which will move to new buildings as the campus expands.

The subtropical climate and a swampy site were key factors in seeking a new environment for the campus. A series of interconnected lakes were created to serve as drainage basins and to beautify the site. The soil excavated in forming the lakes was used as fill for the elevated pads on which the buildings were placed.

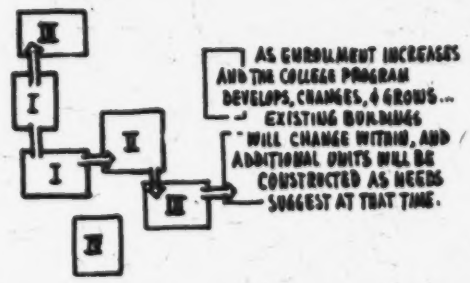
The buildings were planned to face north so that the main circulation path between them is always shaded from the southern sun. Providing further protection from sun and rain, the overhanging second floor forms a covered colonnade around each building at ground level. There is also a double duct, high velocity air-conditioning system to circulate cool air during the hot season.



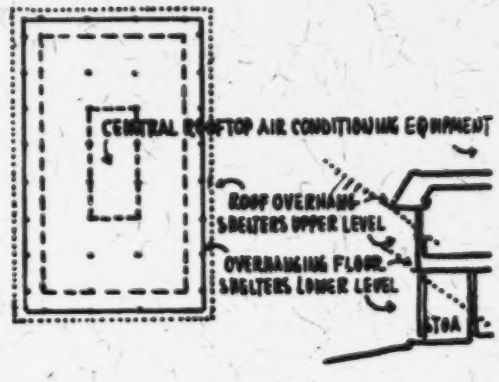
CUT & FILL = LAKES & PADS



STAGE GROWTH AND COLLEGE PROGRAM DEVELOPMENT


AS ENROLLMENT INCREASES AND THE COLLEGE PROGRAM DEVELOPS, CHANGES, & GROWS... EXISTING BUILDINGS WILL CHANGE WITHIN, AND ADDITIONAL UNITS WILL BE CONSTRUCTED AS NEEDS SUGGEST AT THAT TIME.

AIR CONDITIONING AND ECONOMY


CENTRAL ROOFTOP AIR CONDITIONING EQUIPMENT
ROOF OVERHANG SHELTERS UPPER LEVEL
OVERHANGING FLOOR SHELTERS LOWER LEVEL
TOA

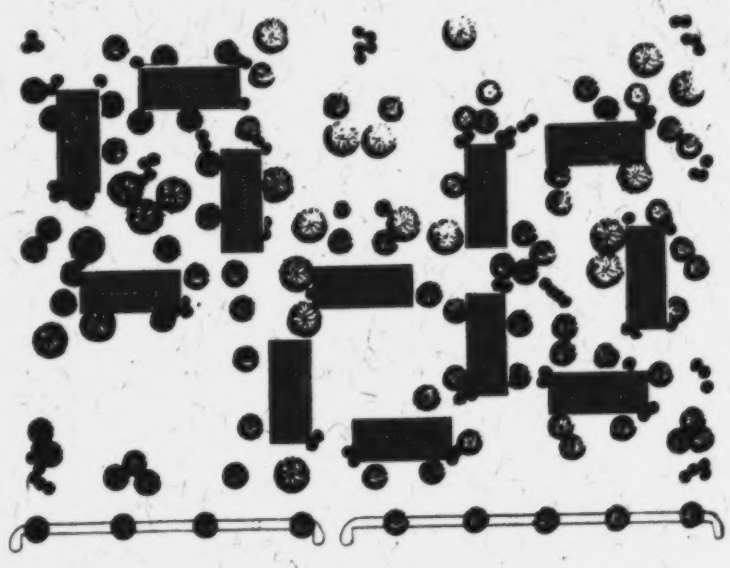
ILLINOIS CENTRAL

The instant campus . . .

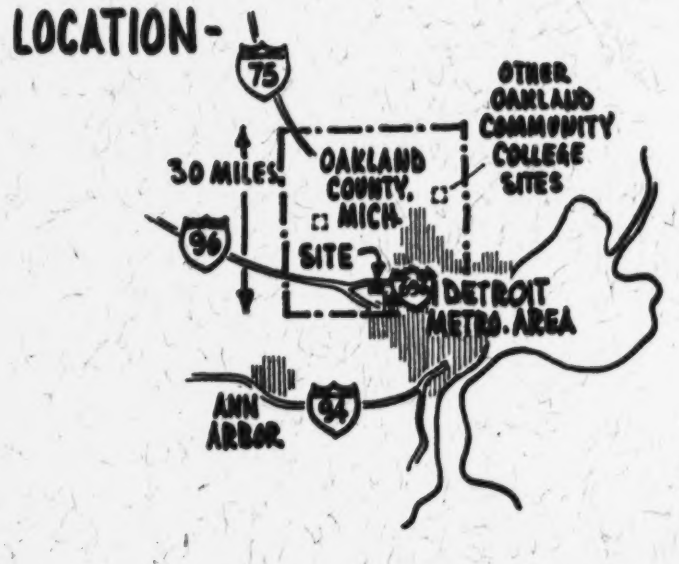
The new campus of Illinois Central College opened this fall in Peoria — through an imaginative and fast-moving plan to lease 12 buildings on an interim basis. Bids were received in March, and the buildings were completed in July.

These buildings (shown in the rendering below) will be leased to the college district during the four-year period required to plan, design and construct the permanent campus. The lease then calls for the interim buildings to be removed. Much of the equipment will be salvaged and reused in the permanent buildings (see sketch at right). The interim facilities are designed for 2,000 (FTE) students, and the ultimate capacity will be 8,000.

A feature of the educational program for industrial Peoria is the involvement of local business in planning the college. Industry anticipates much training and retraining of personnel in the years ahead, establishing the need for a comprehensive vocational-technical program, including paramedical training.



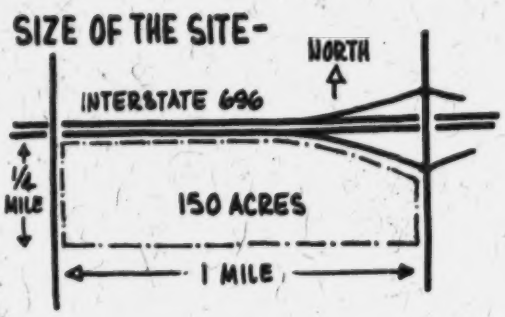
ORCHARD RIDGE

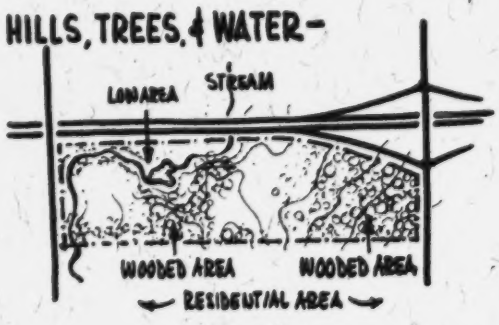


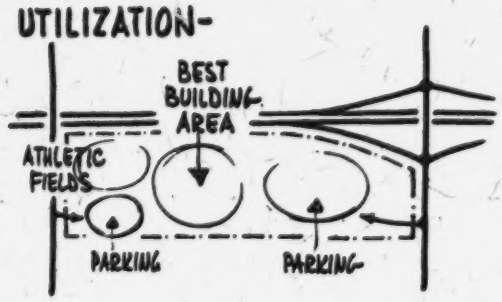
The audio-tutorial program . . .

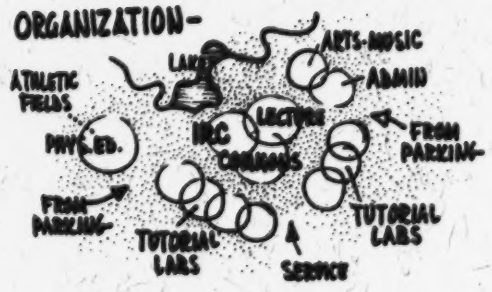
Orchard Ridge is the newest campus in the Oakland Community College system near Detroit. It opened last month to 1,500 (FTE) students and will expand to a capacity of 7,000. Orchard Ridge has been designed specifically to house an unusual educational program.

The audio-tutorial concept is based on the premise that the ideal teacher-to-student ratio is one-to-one. The college approaches the ideal by making maximum use of audiovisual, programed materials and electronic equipment to extend the presence of faculty members to every student. For each course students assemble once a week for a lec-









ORCHARD RIDGE . . .

ture by a master teacher. The rest of the student's time is spent, as he feels necessary, in the "tutorial laboratories."

Each lab is open at least 14 hours a day, with a faculty member always available, and provides individual study carrels, audio tapes, visual displays, books, periodicals, experimental set-ups, programed material, manuals, apparatus, television and any other device appropriate to the particular area of knowledge being explored. The labs are also used for seminars, conferences, quizzes and socializing. This unique approach places every possible learning

Tutorial Lab

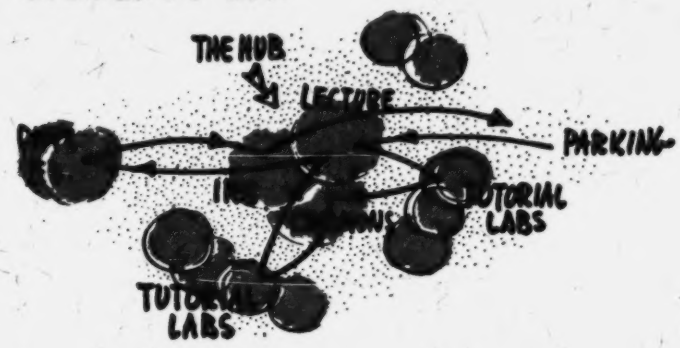
tool at each student's disposal and allows him to progress at his own pace.

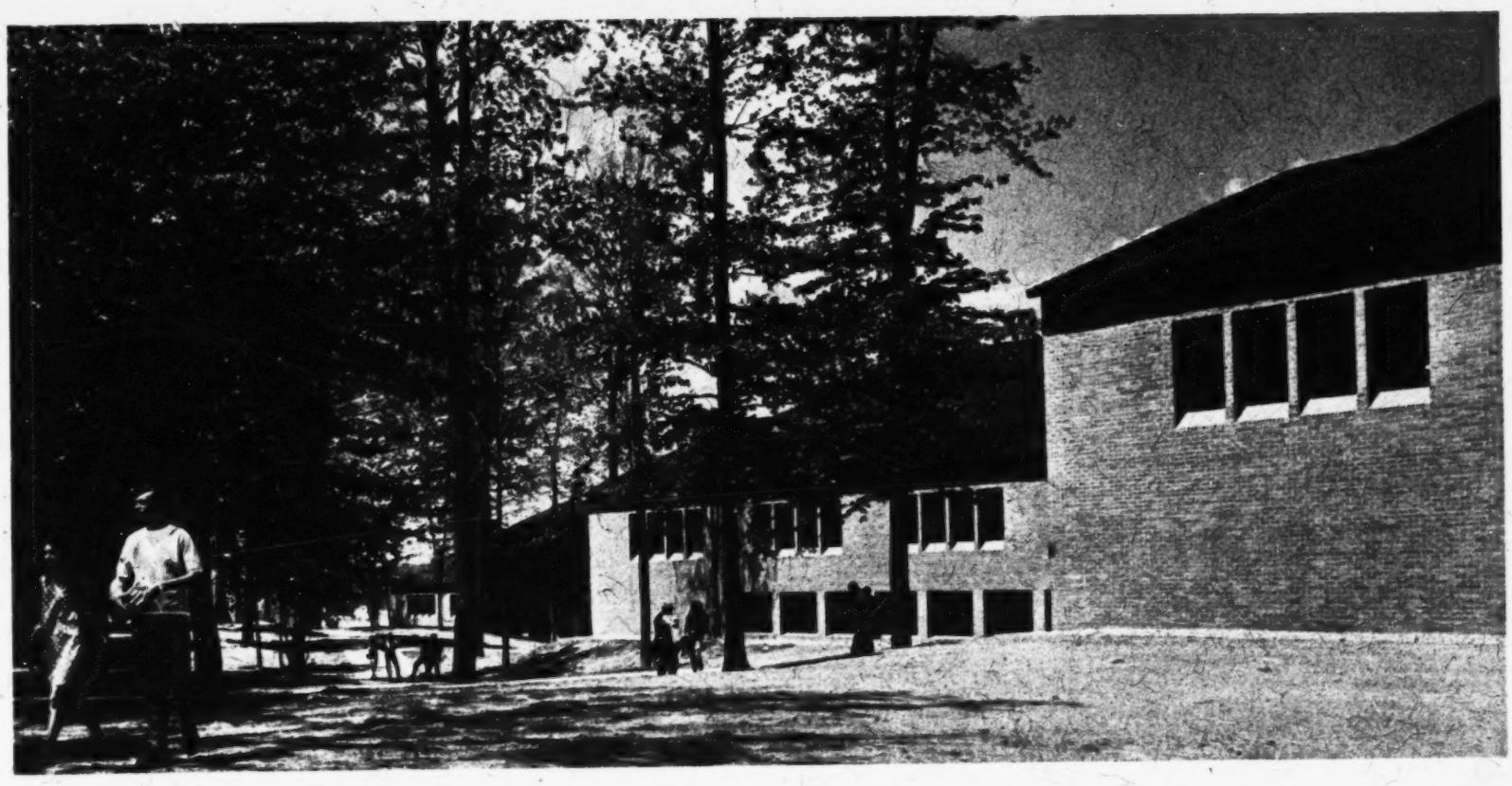
The architectural solution provides a campus virtually without classrooms. There is a central core of three buildings which house the shared facilities: lecture centers, student commons, and library. Clustered around these core facilities are seven tutorial lab buildings. Four large lecture rooms seat from 100 to 200 students. In addition, there is an outdoor amphitheater for about 1,000. Physical education facilities and parking for 3,500 cars complete the Orchard Ridge complex.

The program includes the full range of instruction: academic terminal and transfer courses, vocational and technical training, and adult education. Interior spaces are kept flexible for changes and additions to program. The angular roof planes and sculptural forms of the building complex respond strongly to the rugged site. A limited pallet of maintenance-free materials — brick, exposed concrete and tile — are intended to impart a look of beauty and permanence.

BOOKS, MEDIA, STUDY PERMEATE THE ENTIRE CAMPUS..

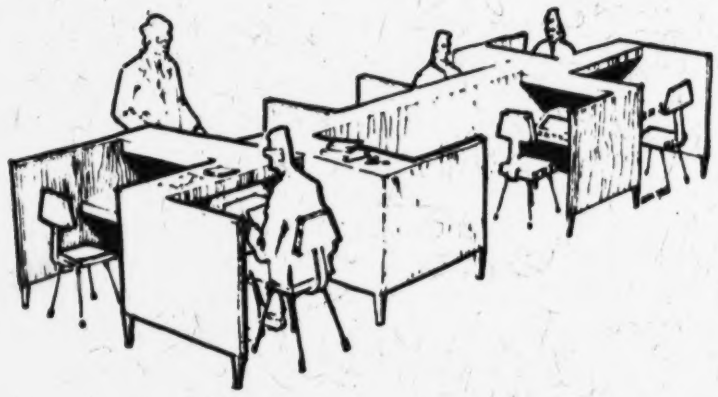
ONE STUDENT'S DAY—





WHAT'S AHEAD . . .

for community colleges?



The community college movement seems assured of a strong, continuing growth pattern — a pattern which leaves little doubt that the "junior" college has reached its majority. Many sensible projections put a numerical magnitude to the movement: There will be needed and built nearly 2,000 additional community colleges by 2000 A.D.

But the substance of the community college — in terms of programs and facilities — is a far more important (and complex) question than a determination of how many will be built. A glimpse of tomorrow's community college follows:

- New media will encourage concentration of resources and services at supplemental and regional centers but will encourage dispersal of use (since electronic access can be anywhere).
- Community colleges will be inter-related in great systems, connected electronically and also by improved transit systems.
- Students will enjoy a high degree of mobility, will spend part of their time at their "home base" colleges, and move via rapid transit to specialized program centers.
- Each individual will have his own unique program, his own schedule, and move freely (in time and space) through a nongraded system.
- Colleges will be planned with other community facilities, such as parks, recreational and cultural centers, shopping centers, offices and housing; multilevel, multifunction structures will be common.

Dr. John E. Tirrell, president of the pace-setting Oakland Community College system, has taken an even longer and bolder look into the future. In a recent address to the American Management Association, Dr. Tirrell made these predictions:

- Although there will be base facilities — for data processing, media preparation, transmission and receiving, and personal consultation — education will actually move out of the schoolhouse and college and into the home and place of employment.
- College-age students will spend more of their time in home study than they will in the traditional campus environments. A great portion of education will be accomplished through the home consoles and through self-study utilizing carefully and professionally developed sequences of lesson material.
- There will be specialized facilities for occupationally related training in most major business institutions and service agencies.
- In other methods to "take education to the people," there will be mobile methods of teaching and store-front facilities spotted strategically around the community.

Reprinted from COLLEGE AND UNIVERSITY BUSINESS, October 1967

REPRINTS AVAILABLE FROM
C&UB FOR $1.00 EACH